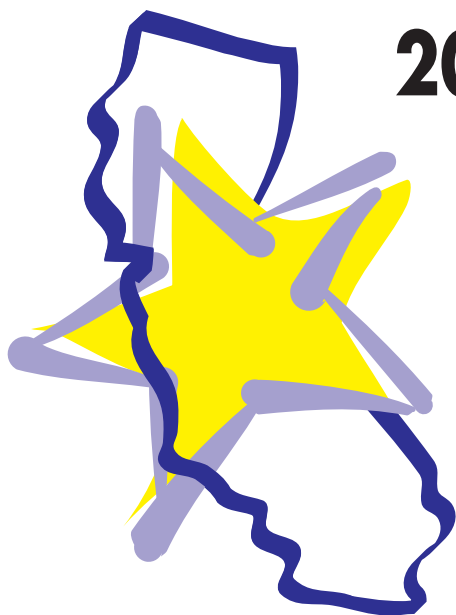


Standardized Testing and Reporting (STAR)



2002–03 Update Handouts

September 2002

prepared by the
**Standards and Assessment Division
California Department of Education**



2003 California Standards Tests and California Achievement Tests, Sixth Edition (CAT/6)

Number of Test Items and Test Administration Time Required for Each Grade and Test

STAR coordinators should use this chart to develop site testing schedules. The total time required for each test session listed includes 10 minutes to distribute materials, give directions, and collect materials as well as the student working time needed for each test. While the California Standards Tests are untimed tests, most students will complete the tests within the estimated times given in this table.

	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11	
California Standards Tests (CSTs)	Total No. of Items	Time for Each of 3 Parts	Total No. of Items	Time for Each of 3 Parts	Total No. of Items	Time for Each of 2 Parts	Total No. of Items	Time for Each of 2 Parts	Total No. of Items	Time for Each of 2 Parts	Total No. of Items	Time for Each of 2 Parts	Total No. of Items	Time for Each of 2 Parts	Total No. of Items	Time for Each of 2 Parts	Total No. of Items	Time for Each of 2 Parts	Total No. of Items	Time for Each of 2 Parts
Language Arts	71	50	71	50	81	85	81	85	81	85	81	85	81	85	81	85	81	85	81	85
Mathematics	71	50	71	50	71	75	71	75	71	75	71	75	71	90	71	90	71	90	71	90
History-Social Science	-	-	-	-	-	-	-	-	-	-	-	-	81	65	-	-	66	55	66	55
Science	-	-	-	-	-	-	20@	40@	-	-	-	-	-	-	66	60	66	60	66	60
Writing test					1	70#					1	70#								
California Achievement Tests, Sixth Edition Survey (CAT/6)	Items	Time	Items	Time	Items	Time	Items	Time	Items	Time	Items	Time	Items	Time	Items	Time	Items	Time	Items	Time
Reading/Language	45	70	50	75	60	90	60	90	60	90	60	90	60	90	60	90	60	90	60	90
Spelling	20	25	20	25	20	25	20	25	20	25	20	25	20	25						
Mathematics	26	45	30	50	32	50	32	50	31	50	32	50	31	50	25	50	25	50	25	50
Science															25	35	25	35	25	35
Number of 2003 Questions and Student Working Time	233	350	242	360	265	475	284	445	263	415	265	475	344	555	328	555	394	645	394	645
Total Time Required		440		450		555		525		485		555		645		645		755		755

All California Standards Tests except for the grade-4 and 7 writing tests are untimed.

@ The grade-5 science test is a one-part field test required for all students. It will be printed in the grade-5 test booklets. .

The grade-4 and grade-7 writing tests and all CAT/6 tests are timed and are administered in single testing sessions.

The number of items for each California Standards Test except for the grade 4 and 7 writing tests include the operational test items plus 6 field-test items.



Standardized Testing and Reporting (STAR) Program — 2003

Comparison of 2002 Program with 2003

	2002 STAR	2003 STAR
Emphasis	California Academic Content Standards	California Academic Content Standards
Test Preparation	Prohibited by Education Code Section 60611	Prohibited by Education Code Section 60611
Students To Be Tested	All in grades 2–11	All in grades 2–11
State Contractor	Harcourt Educational Measurement	Educational Testing Service
California Standards Test (CST)	<ul style="list-style-type: none">• No elementary school science test• Stanford 9 questions comprised majority of questions used in ELA scores• Grade 9 History/Social Science• No grade 8 History/Social Science• All questions multiple-choice except for grade 4 and 7 writing tests	<ul style="list-style-type: none">• Fifth grade science: field-test in 2003; operational in 2004• No CAT/6 questions will be used in ELA scores• Grade 8 History/Social Science• No grade 9 History/Social Science• All questions multiple-choice except for grade 4 and 7 writing tests
Practice Tests	Practice tests for grades 2–4 based on Stanford 9	Practice tests for grades 2–4 based on CSTs
Test Booklet Configuration	CSTs and NRTs interspersed	All CSTs first, followed by NRTs
Field-Testing	Field-test questions administered in separate test booklets at different time of year than operational tests	Field-test questions embedded in operational tests



Comparison of 2002 Program with 2003

	2002 STAR	2003 STAR
Norm Referenced Test (NRT)	<p><i>Stanford Achievement Test, Ninth Edition</i> (Stanford 9):</p> <ul style="list-style-type: none"> Complete battery More NRT questions All questions multiple-choice Separate tests for reading vocabulary, reading comprehension and language Recognized authors wrote stories specifically for the test Separate math procedures and math problem solving tests for each grade 2-8 9-11 Social Science 	<p><i>California Achievement Tests, Sixth Edition Survey</i> (CAT/6):</p> <ul style="list-style-type: none"> Survey form Fewer NRT questions All questions multiple-choice Single test combining reading and language Themes in reading passages Single math test for each grade 2-11 No 9-11 Social Science More recent national norms
Reports	<ul style="list-style-type: none"> Separate NRT and CST summary reports 	<ul style="list-style-type: none"> Combined NRT and CST summary reports—format to be determined
Summary Reports	<ul style="list-style-type: none"> Based on accommodations used, some student scores not included in NRT summaries All student scores included in CST summaries 	<ul style="list-style-type: none"> All student scores included in NRT and CST summaries
Web	<ul style="list-style-type: none"> Two web sites for annual results—primary and secondary subgroup reports on separate sites 	<ul style="list-style-type: none"> Single site for all subgroup reports
STAR Centers	<ul style="list-style-type: none"> Single contact for district STAR coordinators 	<ul style="list-style-type: none"> Single contact for district STAR coordinators but a different person than 2002
Ordering	<ul style="list-style-type: none"> Due November 2 	<ul style="list-style-type: none"> Due October 31



Comparison of 2002 Program with 2003

	2002 STAR	2003 STAR
Student Demographics	<ul style="list-style-type: none">• Answer document or test booklet required for every student	<ul style="list-style-type: none">• Answer document or test booklet required for every student
Severely Disabled Students	<ul style="list-style-type: none">• Alternate assessment based on IEP goals	<ul style="list-style-type: none">• Tested with California Alternate Performance Assessment (CAPA)
Pre-ID	<ul style="list-style-type: none">• Optional	<ul style="list-style-type: none">• Optional



Required California Standards and CAT/6 Tests

Grade/Course	Required Tests
Grades 2, 3, and 6—all students	California Standards Tests <ul style="list-style-type: none">• English-Language Arts• Mathematics California Achievement Tests <ul style="list-style-type: none">• Reading/Language• Spelling• Mathematics
Grades 4 and 7—all students	California Standards Tests <ul style="list-style-type: none">• English-Language Arts• ELA Writing Test• Mathematics California Achievement Tests <ul style="list-style-type: none">• Reading/Language• Spelling• Mathematics
Grade 5—all students	California Standards Tests <ul style="list-style-type: none">• English-Language Arts• Mathematics• Science Field Test California Achievement Tests <ul style="list-style-type: none">• Reading/Language• Spelling• Mathematics
Grade 8—all students	California Standards Tests <ul style="list-style-type: none">• English-Language Arts• Mathematics• History-Social Science California Achievement Tests <ul style="list-style-type: none">• Reading/Language• Spelling• Mathematics



Required California Standards and CAT/6 Tests

Grade/Course	Required Tests
Grade 9—all students	California Standards Tests <ul style="list-style-type: none">• English-Language Arts• Mathematics California Achievement Tests <ul style="list-style-type: none">• Reading/Language• Mathematics• Science
Grades 10 and 11—all students	California Standards Tests <ul style="list-style-type: none">• English-Language Arts• History-Social Science California Achievement Tests <ul style="list-style-type: none">• Reading/Language• Mathematics• Science
Grades 9 – 11—students completing standards-based science courses between 2002 summer school and end of 2002-03 school year	California Science Standards Test for last course completed <ul style="list-style-type: none">• Biology/Life Science• Chemistry• Earth Science• Physics• Integrated Science – 1, 2, 3, or 4
Grades 10 and 11	California Mathematics Standards Test based on course completion



Determining Appropriate California Mathematics Standards Tests for Students in Grades 8–11

Test	Students To Be Tested
General Mathematics	Students in grades 8 and 9 who are: <ul style="list-style-type: none">▪ Not yet taking algebra I▪ In the first year of a two-year algebra I course▪ Taking no math class
Algebra I	Students in grades 8–11 who completed algebra I during the 2002 summer session or who will complete it by the end of the 2002–2003 school year.
1st Year Integrated Mathematics	Students in grades 8–11 who completed 1 st Year Integrated Mathematics during the 2002 summer session or who will complete it by the end of the 2002–2003 school year.
Geometry	Students in grades 8–11 who completed geometry during the 2002 summer session or who will complete it by the end of the 2002–2003 school year.
2nd Year Integrated Mathematics	Students in grades 8–11 who completed 2 nd Year Integrated Mathematics during the 2002 summer session or who will complete it by the end of the 2002–2003 school year.
Algebra II	Students in grades 8–10 who completed algebra II during the 2002 summer session or who will complete it by the end of the 2002–2003 school year and Students in grade 11 who will complete it by the end of the school year.
3rd Year Integrated Mathematics	Students in grades 8–10 who completed 3 rd Year Integrated Mathematics during the 2002 summer session or who will complete it by the end of the 2002–2003 school year and Students in grade 11 who will complete it by the end of the school year.



Determining the Appropriate California Mathematics Standards Tests for Students in Grades 8–11

Test	Students To Be Tested
High School Summative Mathematics	Students in grades 9 and 10 who completed algebra II, 3 rd Year Integrated mathematics or an equivalent or higher mathematics course by the end of the 2001–2002 school year including grade-10 students who took the test in grade 9. Students in grade 11 who will have completed algebra II, 3 rd Year Integrated Mathematics or an equivalent or higher mathematics course anytime before the 2003 testing period including students who took the test in grade 10.
Mathematics Standards Test Not Required	Students in grades 10 and 11 who have not completed algebra II or 3 rd Year Integrated Mathematics and who did not complete algebra I, geometry, algebra II, or 1 st , 2 nd , or 3 rd Year Integrated Mathematics during the 2002 summer session and will not complete one of these courses during the 2002–03 school year.



Student Test Documents Required for 2003 STAR Program

Grade 4 and 7 California Writing Standards Test

- A California Standards Test Writing Prompt and Response Booklet must be submitted for scoring for students in grades 4 and 7 who:
 - Are administered the writing test
 - Have written parent requests to exempt them from the writing test
- If out of level testing is allowed, a California Standards Test Writing Prompt and Response Booklet must be submitted for scoring for students in other grades taking grade-4 or -7 multiple-choice tests who:
 - Are administered the writing test
 - Have written parent requests to exempt them from the writing test

California Standards and CAT/6 Tests

- A test booklet (grades 2 and 3) or answer document (grades 4–11) must be completed and submitted for scoring for every student who:
 - Is enrolled in the school on the first day the California Standards multiple-choice tests are administered.
 - Enrolls after the first day of testing if the student is administered one or more of the multiple-choice tests.
- After testing, STAR site coordinators will need to ensure that answer documents are correctly marked for students who respond to no questions for any test. One of the following must be marked for every student not tested:
 - Student was enrolled in the school on the first day of testing and was not tested because he/she was absent during the school's entire testing window. This includes students who are removed from the school's enrollment after the first day of testing who took no tests.
 - Student was exempted from all tests by parent request.
 - Student has significant disabilities, receives special education services, and is completing the California Alternate Performance Assessment (CAPA).
- Responses marked for any test questions will override any coding indicating a student was exempt from testing or not tested. The test will be scored with the results reported for the individual students and included in school, district, county, and state summaries.

Policy on Preparation for State Tests and the Standardized Testing and Reporting (STAR) Program

Introduction

In general, the best preparation for state tests including the STAR tests is good instruction. This can be broadly defined as instruction in the content specified in California's Academic Content Standards, employing the instructional principles and practices set forth in the content-area frameworks. It is the standards and the frameworks, therefore, that should guide instructional programs. The instructional program should be designed to ensure that students master the standards at their own and earlier grade levels, since the standards at particular grades are based on content introduced at earlier grades. The instructional program should ensure that students are able to demonstrate mastery of the content standards in multiple formats—e.g., multiple choice, short answer, and essay. The instructional program should include practice assignments that are timed, and test reports for individual students and groups of students should be used to identify skill areas that may require emphasis.

A simple way to determine whether a contemplated test preparation procedure is permissible is to ask, "If the specific test for which I am preparing students were discontinued and a different test of the same type or of a different format were substituted, would my test preparation procedure remain the same or would it change?" If it would remain the same, then it probably is permissible because it is most likely generic preparation for any test or test format rather than for one specific test or format. On the other hand, if that test preparation would change, then it probably is not permissible because it is most likely intended to improve achievement on a particular test rather than to teach general test-taking skills.

Background

As stated in Section 60611 of the *California Education Code*, "No city, county, city and county, or district superintendent of schools or principal or teacher of any elementary or secondary school shall carry on any program of specific preparation for the statewide pupil assessment program or a particular test used therein." Further, as set forth in Title 5, California Code of Regulations, section 854, also in reference to the statewide testing program, "no program or materials shall be used by any school district or employee of a school district that are specifically formulated or intended to prepare pupils for the designated achievement tests." Title 5 regulations, however, do permit the use of "materials specifically included within the designated achievement test," including "practice tests provided by the publisher as part of the designated achievement test" (*Title 5, California Code of Regulations, section 854*).

The Standards for Educational and Psychological Testing state that "the integrity of test results should be maintained by eliminating practices designed to raise scores without improving performance on the construct or domain being tested." They comment that practices such as "teaching test items in advance, modifying test administration procedures, and discouraging or excluding certain test takers from taking the test can lead to spuriously high scores that do not reflect performance on the underlying construct or domain of interest" (Standard 15.9). These standards also note that "the appropriateness of test preparation activities can be evaluated . . . by determining the extent to which test scores are artificially raised without actually increasing students' level of achievement" (Standard 13.11).

Statement of Policy

The following test preparation policy was adopted by the State Board of Education on September 7, 2000:

No city, county, city and county, or district superintendent of schools or principal or teacher is to use any test preparation materials or strategies developed for a specific test. This includes but is not limited to published materials, materials available on the Internet, and materials developed by schools, district or county offices of education, and/or outside consultants.

STAR Test Preparation Examples

The STAR program consists of three tests: the designated achievement test, the designated primary language test, and the California Standards Tests. The first two tests are norm-referenced achievement tests; the California Standards Tests are criterion-referenced tests. All are multiple-choice tests designed to verify breadth of learning. The California Standards Tests at grades 4 and 7 also require students to produce a writing sample. The information below provides examples of test preparation practices that are and are not appropriate for the multiple-choice tests and standards-test writing assessments at grades 4 and 7. The practices identified here as appropriate and inappropriate represent specific applications of the statute and regulations.

STAR Program Multiple-choice Tests

Appropriate Test Preparation:

- Use practice tests provided by the test publisher as part of the state testing program.
- Prepare students with test-taking strategies designed to make them better at taking any type of test rather than to prepare them specifically for taking the STAR Program tests. This practice may, in fact, make the tests more valid by reducing the influence of factors such as previous testing experience. Examples of appropriate strategies might include:
 - ◆ using time efficiently
 - ◆ understanding directions
 - ◆ placing answers correctly on answer sheets
 - ◆ checking answers
 - ◆ using the problem-solving tactics of educated guessing, estimating, and working problems backward
 - ◆ exposing students to various test formats, including questions that contain “none of above,” “all of above,” “not here,” negative wording, and true-false statements

The suggestions noted above apply to materials produced by test-preparation companies as well as those prepared by individual teachers, schools, districts, and county offices of education.

Inappropriate Test Preparation:^{*}

- Conducting reviews or drills that use actual test items or identical format items of the STAR Program tests.

^{*} This section is not intended to cover all inappropriate test preparation practices.

-
- Conducting a test preparation program designed specifically to prepare students to perform well on each STAR test as opposed to a program designed to teach general test-taking strategies. In regard to the norm-referenced STAR tests, the norm groups to which California students are being compared received no specific preparation for these tests, so that the scores of students who do prepare for these specific tests may be invalid.
 - Preparing students in ways that improve scores without improving underlying achievement.
 - Using sample items to prepare practice items in the same format.
 - Using alternate forms of the test. Practice with alternate forms affects the accuracy of generalizations that might be made about a student's mastery of the content domain the test is designed to sample.
 - Using copies of tests from previous years.
 - Reviewing the test to be administered and then reviewing the test-specific curriculum content with students before administering the test.

California Standards Writing Tests at Grades 4 and 7

Appropriate Test Preparation:

- Have students write regularly in all content domains. The Reading/Language Arts Framework contains standards that describe writing strategies, applications, and conventions for these grade levels as well as teaching strategies for implementing these standards effectively.
- Have students edit their own work and the work of other students.
- Share scoring rubrics and sample papers with students and help them use these materials to evaluate their own writing.
- Provide written directions for writing prompts throughout the school year and teach students to identify key words in them.
- Teach students to reread directions for written assignments and then read their responses to verify that they have fulfilled all requirements.

Inappropriate Test Preparation: *

- Having worksheets that only ask students to edit for mechanics, conventions, and the like. While not prohibited, these types of worksheets generally are not effective in helping students learn to write well.
- Focusing on one type of writing in the expectation that it will be tested during a specific year.

* This section is not intended to cover all inappropriate test preparation practices.

Consequences of Inappropriate Test Preparation

Confirmed instances of inappropriate test preparation involving city, county, district, or school personnel may result in a number of negative consequences for the parties involved. These may include, but would not necessarily be limited to, the following:

- Notice of STAR testing irregularities may be posted on the STAR Internet site for the school involved.
- Schools may become ineligible for awards such as those available through the Governor's performance award programs.
- Personnel may be subject to district sanctions as outlined in district policies or teacher contracts.
- Students may become ineligible for scholarships and awards such as those provided through the Governor's Scholars Program.

STAR 2003 Question Referral Guide

Who Should Be Called About What...

Program or policy issues, including:

- Academic content standards
- Apportionments to districts
- California Reading List
- California Standards Tests
- Content areas to be tested
- Demographic information
- Equating of CAT/6 and Stanford 9
- Internet reports for:
 - parent packets
 - district media assistance packets
 - staff development guide
 - press briefing packet
- Interpreting STAR results
- Media questions
- Performance achievement standards
- Regulations
- Reporting results to parents, media
- Sample test questions
- Scores to be reported
- Students to be tested, exemptions
- Test content
- Test preparation—CAT/6 and CST
- Test security and confidentiality
- Testing accommodations
- Testing time, numbers of items
- Testing window and make-ups

Standards and Assessment Division—STAR Program

California Department of Education

Phone: 916-445-8765

Fax: 916-319-0969

E-Mail: star@cde.ca.gov

Internet: www.cde.ca.gov/statetests/star

API Questions

Phone: 916-319-0863

Fax: 916-319-0152

E-Mail: epic@cde.ca.gov

Awards Unit

Phone: 916-319-0866

E-Mail: awards@cde.ca.gov

Internet: www.cde.ca.gov/statetests/star

Test materials and logistics, including:

- Administration manuals and directions
- Braille and large-print tests
- Delivery of materials
- Delivery of score reports
- District/school data CD-Rom questions
- Individual/school/district/county score reports
- Optional contractor services
- Ordering information
- Pre-identification services
- Score report inquiries
- Wave testing for multi-track schools

Education Testing Service

Phone: 1-888-955-2954

Fax: 1-510-873-8010

E-Mail: TBD

SABE2—CTB/McGraw Hill

Toll Free Phone: 1-888-282-0525

Toll Free Fax: 1-888-282-0224

E-Mail: sabe2star@ctb.com

Internet: www.ctb.com

CAT/6 Materials—CTB/McGraw-Hill

- Practice tests for grades 5 and above
- Test materials for kindergarten and grades 1 and 12

Phone: 1-888-282-5960

Fax: 1-832-393-6993

Internet: www.ctb.com



Reporting 2002 STAR Results

The new STAR Performance Reports for Parents include scaled scores, performance levels, and component scores for all California Standards Tests except for the four high school coordinated/integrated science tests. The component scores are reported as the number of questions asked and the number answered correctly for the specific components of the standards addressed. The component scores will not be found on the state-wide Internet posting of STAR results.

California Standards Tests Scaled Score Ranges for Performance Standards

English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	≤261	262-299	300-349	350-401	≥402
3	≤258	259-299	300-349	350-401	≥402
4	≤268	269-299	300-349	350-392	≥393
5	≤270	271-299	300-349	350-394	≥395
6	≤267	268-299	300-349	350-393	≥394
7	≤262	263-299	300-349	350-396	≥401
8	≤265	266-299	300-349	350-394	≥395
9	≤264	265-299	300-349	350-396	≥397
10	≤262	263-299	300-349	350-391	≥392
11	≤258	259-299	300-349	350-395	≥396



California Standards Tests Scaled Score Ranges for Performance Standards

Mathematics

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	≤235	236-299	300-349	350-413	≥414
3	≤235	236-299	300-349	350-413	≥414
4	≤244	245-299	300-349	350-400	≥401
5	≤247	248-299	300-349	350-429	≥430
6	≤252	253-299	300-349	350-414	≥415
7	≤256	257-299	300-349	350-413	≥414
General Mathematics*	≤256	257-299	300-349	350-413	≥414
Algebra I	≤252	253-299	300-349	350-427	≥428
Geometry	≤246	247-299	300-349	350-417	≥418
Algebra II	≤256	257-299	300-349	350-415	≥416
High School Mathematics	≤234	235-299	300-349	350-419	≥420
1st Year Integrated	≤248	249-299	300-349	350-424	≥425
2nd Year Integrated	≤257	258-299	300-349	350-417	≥418
3rd Year Integrated	≤251	252-299	300-349	350-427	≥428

* The General Mathematics Standards Test assesses grade-8 and -9 students' knowledge of California's Grade-6 and -7 Mathematics Academic Content Standards. Students who are not yet in algebra I or who are taking the first year of a two-year algebra I course take this test.



California Standards Tests Scaled Score Ranges for Performance Standards

History-Social Science

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
9 Grade 4–8 Standards	≤270	271–299	300–349	350–395	≥396
10 World History	≤274	275–299	300–349	350–399	≥400
11 United States History	≤269	270–299	300–349	350–400	≥401

Science

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Earth Science	≤276	277–299	300–349	350–392	≥393
Biology	≤275	276–299	300–349	350–393	≥394
Chemistry	≤275	276–299	300–349	350–393	≥394
Physics	≤275	276–299	300–349	350–392	≥393
coordinated/ Integrated Science Tests	The State Board of Education has not adopted performance standards for the four coordinated/integrated science tests.				